

Milland Valley Nursery School

Milland Memorial Hall, Iping Road, Liphook, Hampshire, GU30 7NA

Inspection date	08/01/2015
Previous inspection date	29/06/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely happy and settled, and show high levels of enthusiasm as they confidently join in activities in small groups. They are equally happy to play independently with their chosen resources.
- Children enjoy an impressive range of quality experiences indoors and outside, linked directly to their interests and developmental needs. Staff have high expectations of children who thrive in all aspects of their learning.
- Excellent relationships are established with parents making a very strong contribution in enabling all children to make excellent progress in relation to their starting points.
- The provider's drive to invest in building a dynamic and highly skilled leadership team is inspirational. High priority is given to supporting the professional development needs of all staff.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction indoors and outside.
- The inspector talked with available staff and parents, and held discussions with the owner.
- The inspector examined documentation, including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector carried out a joint observation with the manager.

Inspector

Nadia Mahabir

Full report

Information about the setting

Milland Valley Nursery registered in 2002 and is registered on the Early Years Register. It operates from the memorial hall in the village of Milland, West Sussex. Children have access to a large hall and several outside play areas which include a nature area. There are currently 35 children on roll, all of whom are in the early years age group. Children attend a variety of sessions. The nursery is open on Mondays, Tuesdays, Thursdays and Fridays from 9am to 12pm, term time only. On Mondays, Tuesdays and Thursdays, there is a lunch club available until 1pm. On Tuesdays the session extends until 3pm and on Thursdays there is a session from 12pm until 3pm for older children starting school the following September. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. The setting supports children with special educational needs and/or disabilities. There are seven staff members who work with the children, all of whom hold relevant early years qualifications. The manager holds early years professional status. The nursery has close links with the local primary schools and receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the excellent learning and development opportunities for the eldest and most able children, for example by involving children more in reviewing their own progress and setting their own goals.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have an excellent understanding of how children learn through play and provide a wealth of resources and experiences that stimulate and fully engage children in their learning. Children thoroughly enjoy attending. They are highly motivated, secure and enthusiastic, which enables them to make rapid progress in their learning and development. They settle to tasks quickly, with no prompting, and immerse themselves drawing, writing, pouring or building. Toys and equipment are of a good standard and excellently maintained. Low-level storage systems, clearly labelled, enable all children to make independent choices about their play and to take responsibility when tidying up.

The quality of teaching is high; staff use positive methods, giving clear explanations and introducing new ideas and concepts as they teach the children. Group activities and free exploration sessions are very well balanced to ensure that children have time and freedom to become deeply involved in activities. For example, children concentrate deeply while they make marks. They draw intricate patterns that represent a number of things that are

important to them. Children revel in the positive involvement staff offer them in their play. Staff's accurate assessment of when to intervene, and when to stand back, allows children the opportunity to direct their own play. Children's communication and language skills are fully supported and staff take every opportunity to model and extend these through play activities and at meal times. All staff skilfully encourage children's conversation and listen attentively to their comments and ideas. They ask questions to promote children's thinking and problem solving, and give them time to think and respond to any comments or questions. Staff broaden children's vocabulary, and understanding of words, through repetition and relevant use.

The outdoors is a terrific place to be. For example, children become nature detectives and become thoroughly engrossed in their scientific work. They use binoculars and other resources to discover living things around them. Children use the nature area to search for mini-beasts which they examine under magnifiers. They experiment with different ways to create a den using lots of resources. Children often become engrossed in activities and this helps them develop their concentration and curiosity. For example, they excitedly wait to see any changes to the sensory ice pots they made earlier. They discuss the impact of how ice is made, and eagerly watch and wait for it to melt. This is typical of the fantastic experiences children are offered and highlights the strong focus staff place on exploring and investigating while allowing children to interact and lead their own activity. Staff allow children to take calculated risks to test out their own strength and abilities when using large climbing equipment. Children are actively encouraged to explore their creativity and can help themselves to a wide variety of materials to make their art work truly unique. Staff consistently use examples of mathematical language during activities so that children learn about space and measure. They help children to count objects and recognise numbers. Children of all ages learn about technology. The effective use of computers and an exciting range of programmable and push-button toys mean that children are developing very good technological skills. They navigate remote controlled cars skilfully, while older children show high levels of computer competence.

All staff have an excellent understanding of child development and provide wonderful activities to enhance children's learning. Relevant and purposeful observations, supported by photographs and clearly linked to the areas of learning, show what has been focussed on and achieved by each child. Children enjoy reviewing their achievements as they browse through their 'learning journey' records. However, they are not fully involved in contributing to setting their own goals for their future learning. Staff are highly skilled at recognising gaps in children's learning, eliciting additional support and adjusting plans accordingly. Consequently, all children make excellent progress in relation to their starting points. The systems used to engage parents in their children's learning at the nursery and in consolidating their child's learning at home are outstanding. Parents are encouraged to share their observations of their child's achievements at home.

The contribution of the early years provision to the well-being of children

Secure emotional bonds are seen throughout the nursery due to the excellent interactions between adults and children. Arrangements to help children settle into the nursery and

build secure emotional attachments with the staff are highly effective and relationships are strong at all levels. As a result, parents feel fully enabled to approach their child's key person or a member of the management team. A superb, well-considered variety of age-appropriate, good-quality toys and resources is available to children, indoors and outside, igniting their curiosity and interest. Children are happy, calm and settled as the staff are very caring and give high priority to all children's needs and opinions. Staff provide an inclusive environment, allowing children to play on the floor, stand or sit at tables or lay on large soft cushions. These provide for individual preferences and they support children to become active learners who make rapid progress.

Children all show exceptional patience and thoroughly respect the efforts and achievements of their peers. They show high levels of self-esteem because staff have taught them to respect everyone in the nursery and children are very well behaved in relation to their ages and stages of development. Staff manage the children's different behaviours superbly, and overall, there is a calm atmosphere around the excellent indoor and outdoor areas for learning. Staff constantly praise the children effectively for the very smallest of achievements, therefore, developing the children's sense of well-being and self-worth further.

Children are provided with a healthy diet. They enjoy a morning snack of fresh fruit and pour their own drinks. Children are supported to use a knife safely to cut their fruit, and they are encouraged to be independent at meal times. Water is readily available to the children throughout the day for the children to help themselves. Children are encouraged to learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. Children are all responsible for clearing up after their snack and lunch. This means that children are superbly independent and have a great respect for their environment. This also enables them to develop a full range of skills to support them in future learning.

Regular outdoor play in the garden and visits to local parks and play areas ensure children to have a healthy amount of fresh air and exercise. They enjoy a wealth of activities outdoors, including using physical play equipment, investigative and gardening activities. They learn about their immediate world through trips out into the community, such as to the local shop and being involved in a community tree planting project. Children's understanding of staying safe is exemplary. They are actively involved in risk assessments and safety checks when on outings. They also contribute to safety discussions, such as how to respond in the event of a fire, and join in a wealth of activities to further prepare them for keeping safe.

Children are extremely happy, confident and inquisitive and are learning skills which help prepare them for the eventual move on to school. Children are very well prepared for this change as the staff team have close links with the local primary schools. Staff arrange visits either to the schools or for teachers to attend the nursery, so highly detailed information can be shared in order to aid smooth moves to school. Staff form successful links with other practitioners who are also involved in children's care and learning. This ensures consistency of care, and a very smooth transition between the settings.

The effectiveness of the leadership and management of the early years provision

The management and staff have an excellent knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding is given the utmost priority and all staff are clear of their role and responsibilities in protecting children. They all know to share any concerns about a child's welfare with the designated nursery safeguarding officer. Excellent risk assessment processes are in place and management are proactive in taking appropriate action to minimise potential hazards to children. There are robust procedures for recruitment, vetting and induction to assess the suitability of staff working with children in line with the safer recruitment guidance. All the required records, policies and procedures for the safety and welfare of children are in place, well maintained and reflect the outstanding practice.

Parents have excellent opportunities to work in partnership with the nursery staff. They have daily contact with their child's key person and can use the online website to access and share information at their own pace. They hold the staff in very high regard and welcome their expertise and all the advice and support they receive. Parents greatly value the flexible opportunities to settle their children into nursery. Their comments and suggestions are actively sought and acted upon. Close links with other professionals and agencies ensure that any additional needs are identified and all children are fully supported.

The management and staff all have a very good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Self-evaluation is very reflective and well-targeted to make continuous improvement. As a nursery team, the management and the staff are highly effective in continually monitoring the quality of the care and learning experiences that are offered to all the children. Performance management systems are rigorous and effective. This enables purposeful discussions, which are targeted at raising standards further and for the opportunity to discuss with staff their training needs and arrange courses. This helps to ensure staff continually develop their knowledge in order to enhance outcomes for children. Staff are highly skilled and continue to develop professionally as they are encouraged to gain further qualifications and extend their knowledge, improving outcomes for children. The staff team work extremely well together and have an accurate view of their nursery provision. They are able to identify their key strengths and recognise how further development will enhance their already high quality service. The enthusiasm of the management is communicated to all staff, resulting in a dynamic and vibrant learning environment in which all children are thriving.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY236009
Local authority	West Sussex
Inspection number	832870
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	35
Name of provider	Milland Valley Nursery School Partnership
Date of previous inspection	29/06/2010
Telephone number	07876260780 or 01730 892754

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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